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U.S. History
History-Social
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11.9.7.



Student Workbook

California Education and the Environment Initiative



The United States and Mexico: Working Together

California Education and the Environment Initiative

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The Education and the Environment Curriculum is a cooperative endeavor of the following entities:

California Environmental Protection Agency
California Natural Resources Agency
Office of the Secretary of Education
California State Board of Education
California Department of Education
California Integrated Waste Management Board

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Key Partners:

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Key Unit Vocabulary

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Allocation: The quantity of something, such as water, that is distributed to areas, communities, groups, or individuals according to a specific plan and for a specific purpose.

Aquifer: An underground layer of rock or sediment that holds usable amounts of groundwater.

Convention: An agreement between nations.

Emissions: The release of matter or energy into the environment including gases, particulates, noise, vibrations, light, heat, radiation, and odors.

Environmental justice: Respecting and valuing every individual and community by conducting public health and environmental protection programs and policies in a way that promotes equity and fair treatment for all, regardless of race, age, culture, income, or geographic location.

Habitat restoration: The process of returning a degraded or former habitat to a healthy, self-sustaining condition that resembles as closely as possible its pre-disturbed state.

Immigration: The process by which people travel to a new country or region in order to settle there.

Indigenous: Originating in a particular region or country.

Industrialization: 1. Transformation of an economy from production of goods by human and animal labor to production by powered machines. 2. The changing of an area by creating industry, such as factories and power plants.

Infrastructure: The basic facilities and systems needed for a community, such as roads, utilities, and communication systems.

Issue: A subject of discussion.

Lead: A heavy, soft, bluish gray metallic element that is highly toxic.

Maquiladora: A foreign-owned factory in Mexico, often along the U.S.–Mexico border, that imports materials and equipment from the U.S. and then sells the products in the U.S.

Median household income: A statistical value that divides household income into two segments: one half earning less than the median household income and the other half earning more.

Municipal: Relating to a town, city, or region that has its own local government.

Outreach: Efforts to provide information or services to individuals, groups, or other stakeholders.

Particulate matter: Tiny particles of liquid and solids suspended in the atmosphere.

Population density: The number of individuals of a certain species per unit of land, such as the number of people per square mile or square kilometer.

Poverty rate: An estimated percentage of people lacking the money they need to meet their basic needs.

Problem: A situation that can cause difficulties to the continued functioning of humans, social systems, or natural systems.

Salinity: The total amount of salts dissolved in water; sea water averages 35 parts per thousand.

Secretaría de Medio Ambiente y Recursos Naturales (SEMARNAT): The Mexican government agency that is responsible for the protection, restoration, and preservation of the natural environment.

Stakeholders: Individuals, groups, or organizations that have an interest in, or concern about, a particular action or decision.

Key Unit Vocabulary

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Stewardship: Careful and responsible management of land, air, water, and biodiversity to ensure healthy and fully functioning ecosystems.

Transient: (adj.) Something that is temporary or just passing through, such as a hotel guest.

Treaty: A legally binding agreement between two or more nations that creates or restricts rights and responsibilities.

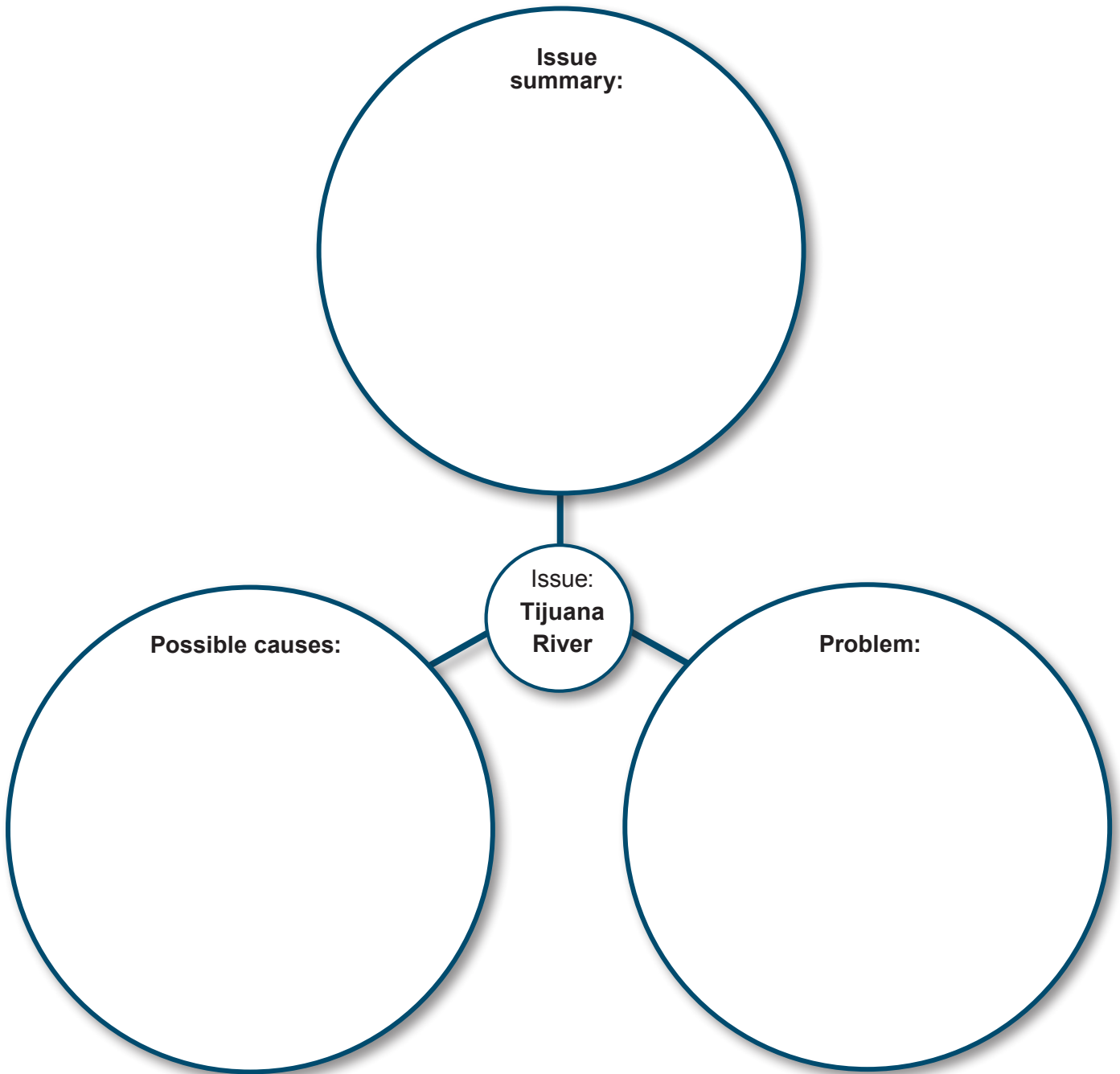
U.S. Environmental Protection Agency

(U.S. EPA): The U.S. government agency that implements federal laws designed to promote public health by protecting air, water, and soil from pollution.

Watershed: The land area that drains water into a particular body of water, such as a stream, river, lake, or ocean.

Name: _____

Instructions: Identify and summarize the issue in the top circle. Then describe the possible causes and the problem in the other circles.



Name: _____

Instructions: Answer the following questions using information from ***California Connections: The Tijuana River, Part 1*** and the class discussion. (5 points each)

1. Why are the problems in the Tijuana River watershed important to both the United States and Mexico?

2. Why do the problems exist? What or who is/are directly involved in the problems?

3. How is the issue of industrialization related to problems in the Tijuana River watershed?

4. How is issue of immigration related to problems in the Tijuana River watershed?

What Are the Issues?

Lesson 2 | page 1 of 4

Name: _____

Instructions: Read each scenario, locate the area discussed on the **United States–Mexico Border Region** student map and discuss the scenario with your partner. Then answer the following questions. (2 points each item)

The New River

1. Describe the location, climate, and physical geography of the New River.

2. What is the environmental problem? What is the issue?

3. What are the causes of the environmental problem?

4. Who or what does the environmental problem affect?

Big Bend National Park

1. Describe the location, climate, and physical geography of Big Bend National Park.

2. What is the environmental problem? What is the issue?

What Are the Issues?

Lesson 2 | page 2 of 4

Name: _____

Big Bend National Park (continued):

3. What are the causes of the environmental problem?

4. Who or what does the environmental problem affect?

Ciudad Juárez–El Paso Border Crossing

1. Describe the location, climate, and physical geography of Ciudad Juárez and El Paso.

2. What is the environmental problem? What is the issue with the Ciudad Juárez–El Paso Border Crossing?

3. What are the causes of the environmental problem?

4. Who or what (human and natural systems) does the environmental problem affect?

What Are the Issues?

Lesson 2 | page 3 of 4

Name: _____

Asarco Smelter (copper and lead mine) near El Paso

1. Describe the location, climate, and physical geography of the location of the mine.

2. What are the environmental problems? What is the issue with the Asarco Smelter?

3. What are the causes of the environmental problems?

4. Who or what do the environmental problems affect?

Colorado River Basin

1. Describe the location, climate, and physical geography of the Colorado River Basin.

What Are the Issues?

Lesson 2 | page 4 of 4

Name: _____

Colorado River Basin (continued):

2. What are the environmental problems? What is the issue in the Colorado River Basin?

3. What are the causes of the environmental problems?

4. Who or what do the environmental problems affect?

Name: _____

Instructions: Use the **United States–Mexico Border Region** student map, the **Population Data for Six Border Cities**, and the information below to identify patterns or relationships in the data below. Write descriptions of at least three patterns or relationships in the box on the right.

San Diego, California, United States

- Access to municipal water: 99% of households
- Access to municipal municipal sewage: 98% of households
- Poverty rate is: 12.4%.
- Median household income is: \$45,733.
- Main industries are: manufacturing, shipping, tourism, and agriculture.

Tijuana, Baja California, Mexico

- Access to municipal water: 80% of households
- Access to municipal municipal sewage: 85% of households
- Poverty rate is: 18.4%.
- Median household income is: \$9,812.
- Main industries are: manufacturing, service, and tourism.

Yuma, Arizona, United States

- Access to municipal water: 98% of households
- Access to municipal municipal sewage: 98% of households
- Poverty rate is: 14%.
- Median household income is: \$35,374.
- Main industries are: manufacturing, service, and agriculture.

Nogales, Sonora, Mexico

- Access to municipal water: 83% of households
- Access to municipal municipal sewage: 88% of households
- Poverty rate is: 33.9%.
- Median household income is: \$22,306.
- Main industries are: manufacturing, agriculture, and tourism.

Presidio, Texas, United States

- Access to municipal water: 93% of households
- Access to municipal municipal sewage: 94% of households
- Poverty rate is: 43%.
- Median household income is: \$18,031.
- Main industries are: service and agriculture.

El Paso, Texas, United States

- Access to municipal water: 98% of households
- Access to municipal municipal sewage: 99% of households
- Poverty rate is: 20%.
- Median household income is: \$32,124.
- Main industries are: manufacturing, agriculture, and service.

Patterns/Relationships in the Data:

[illegible]

Name: _____

Instructions: Use information from today's lesson to answer the questions below. (5 points each)

1. What are the causes of population growth in the border region? What complicates knowing the real numbers of people living in the area and relying on the area's resources?

2. What is the effect of population growth in areas where water, air, and land are already issues?

3. How does the infrastructure in U.S. border cities differ from that in Mexican border cities? How might this affect the environment?

4. Why should the United States care about the infrastructure and population growth in Mexico's border cities?

Environmental Conference Questionnaire

Lesson 4

Name: _____

Instructions: After reading about and discussing your stakeholder group, answer the following questions:

1. Who does your group represent?

2. How is this stakeholder or group of stakeholders connected to the Rio Grande?

3. What is your role in the group?

4. What do you need to do to prepare for the conference?

Name: _____

Instructions: Complete the following chart while you listen to the presentations. Fill in the column for your stakeholder group as well. (5 points per row)

Stakeholders	Where is the group located in relation to the Rio Grande?	How does the river affect the group? How does the group affect the river?	What factors influence the group's decisions about the river?	What are the group's goals for the river?
Border Environment Cooperation Commission (BECC)				
Santa Fe Environmental Group				
U.S. Fish and Wildlife Service				
Residents of Ciudad Juárez, Mexico				

Name: _____

Stakeholders	Where is the group located in relation to the Rio Grande?	How does the river affect the group? How does the group affect the river?	What factors influence the group's decisions about the river?	What are the group's goals for the river?
City Planners in Brownsville, Texas				
Maquiladora Owners				
Farmers in Northern Mexico				
The Kikapu				

International Agreements

Lesson 5 | page 1 of 2

Name: _____

Instructions:

1. In your “expert” group, read the background on your agreement or program. Use that information to fill in the appropriate column on the chart below. Discuss the information with members of your group to be sure you understand the agreement and can teach your classmates about it.
2. Form a group of three with members from the other two “expert” groups. In your new group, teach the other students about your international agreement or program using the information on the chart.
3. As the other two members of your group teach about their agreements or program, fill in the rest of the chart below. (5 points each row)

Getting the Details of:	The La Paz Agreement	NAFTA's Environmental Provisions	Border 2012 Program
What is the background of the agreement/program? (When was it signed? What came before it? Why was it created?)			
What are the main goals of the agreement or program?			
What, if any, are the drawbacks of the agreement/program?			

Lesson 5 | page 2 of 2

Instructions: Use the information from today's lesson to write a response to the following prompt. (10 points)

[illegible]

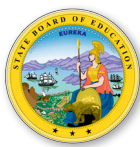
Name: _____

Instructions: Use information from *California Connections: The Tijuana River, Part 2 Working Together To Find Solutions* and the class discussion to answer the following questions. (5 points each)

1. How are people addressing the environmental issues in the Tijuana River watershed?

2. Describe some problems in the Tijuana River watershed that still might be a concern.

3. With all that people are doing to solve environmental problems in the watershed, why are there still problems? What factors are affecting progress?



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